observations of Mr. C. Raman Tampi on the subject in the Legislative Council when the budget for the current year was considered. He then read out the list of books prescribed for some of the classes. Instruction in the three R's was all that was necessary in those classes; but, on account of the large number of books the pupils had to read now, proper attention was not paid to their handwriting and spelling. The system of forcing a large number of books on little children was fundamentally unsound and should be immediately discontinued. Travancore History, Travancore Geography and Grammar might well be reserved for the Middle School course. Books like *Vachakarachana* and *Balaganitam* might be used by the teacher as a guide for his personal use; but the pupils should not be compelled to purchase them.

The Member then suggested that the following reforms be effected:—

(1) to reduce the periods of instruction to four per day, *viz*, between 8 and 10 in the morning and 3 and 5 in the evening, so as to cause the least strain on the health of the boys;

(2) to reduce the number of text books, one reader containing a few pages of good prose conveying moral instruction and a few pages of poetry written by classical authors being ample for the needs of each class;

(3) to pay special attention to handwriting and spelling, one period being allotted each day for the purpose;

(4) to make physical exercise suitable to the age of the boys compulsory and insist on its daily practice; and

(5) to give the pupils training in some sort of manual work such as gardening, planting, clay-modelling, etc.

In conclusion, the Member made some observations on the choice of text books and gave certain illustrations to prove that the persent choice was not satisfactory. In his view debatable theories, ideas beyond the comprehension of little children, stories having a tendency to shake the religious faith of pupils, etc., were not fit subjects of discourse in text books meant for children.

Dewan's reply.—The matter will be considered by the Conference in view of the fact that prominence has been given to it by two of the Members.

109. Certain educational needs with special reference to a Second Grade College in Central Travancore.

Mr. N. G. Parameswaran Pillai (Member, Mavelikara Taluk) referred to his previous representations in the Assembly on the need for the establishment of a Second Grade College in Central Travancore, and reiterated the grounds which justified his request. They were :—

(1) The number of students that sought admission in Colleges outside Travancore was steadily on the increase from year to year. In 1912-13, 125 pupils, and in 1915-16, 132 pupils joined Colleges outside Travancore.

(2) This migration of young students was attended with difficulties and dangers, not to speak of the economic drain resulting therefrom.

(3) The large number of lower grade and higher grade English schools in Central Travancore was sufficient justification for a Second Grade College, and the absence of facilities for collegiate education deprived a good many of the English School Leaving Certificate holders in Central Travancore of the advantages of such education.

(4) The Colleges at Nagercoil and Trivandrum served the needs of South Travancore and the Colleges at Kottayam and Ernakulam served North Travancore, while there was no such institution to serve the requirements of Central Travancore.

(5) There was no private enterprise capable of starting a Second Grade College in Central Travancore, and hence Government should come to their rescue in the matter.

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(6) Central Travancore, by its geographical position and climatic conditions, was pre-eminently fitted for the establishment of a College.

(7) The expenditure incidental to the establishment of a Second Grade College was not such as to deter Government from embarking on the scheme, and it would be an investment quite commensurate with the revenues derived from the taluks of Central Travancore. The Member estimated an initial outlay of Rs. 50,000 and a recurring expenditure of Rs. 1,500 per mensem.

The next point urged by the Member related to the need for the institution of a comparative examination at the end of Form III for the whole State. He was aware of the dangers of too many examinations, but that was only an ideal. Such an examination would tend to standardise the different lower grade English schools in the State, which were in different degrees of efficiency and pursued different methods of instruction. Such an examination would ensure the award of scholarships to the best and most deserving pupils of every school, and would also tend to reduce the number of failures in the School Final Examination. Another point which engaged the attention of the Member was the co-education of boys and girls. He was in favour of co-education in the primary stage only and he strongly condemned the system in the higher stages, as it was fraught with mischievous consequences. In conclusion, the Member referred to the inadequate pay of the vernacular school teachers and prayed that their lot might be made more attractive.

Dewan's reply.—In connection with your suggestion to open a Second Grade College in Central Travancore, you have given some figures regarding the number of School Final Certificate holders who had to seek admission to Colleges outside Travancore in 1915 and 1916. You have not followed up these figures for later years. What Mr. Hodgson says is that most of the boys that go to Colleges outside the State are boys who take up Natural Science as their optional subject and that it is the want of facility for taking up that subject here that drives them out. We are proposing to start Group II in the Trivandrum College, and the difficulty will, I believe, be removed when that group is opened. If Government could start another College in Central Travancore, Government would be very glad to do so. But it is a question of funds. I do not think that your estimate of Rs. 50,000 for initial outlay and Rs. 18,000 per annum for recurring expenditure is anywhere near the mark. The expenditure will be much greater. You must also remember that collegiate education must take rank after primary education, and you cannot expect collegiate education to be taken to the door of every student like primary education. A student must go out some distance from home if he wants the benefit of collegiate education. If it is a question of a private College seeking some help from Government, it will be a far easier one to tackle. But you want a Government College which is much more costly than a private College. The question of collegiate education itself is being examined by the Madras University as a result of the Sadler Commission's report. I believe the Madras University has accepted the principle of converting High Schools into Second Grade Colleges, that is to say, of marking the completion of secondary education at the Intermediate stage rather than leaving it at the School Final stage. That means that we shall have to convert a certain number of High Schools into Colleges. This matter will have to be taken up as soon as the Madras University comes to a final decision. The Director of Public Instruction seems to be in favour of your suggestion to prescribe an examination after Form III. The question will be considered.

110. Need for a High School at Haripad.

Mr. M. K. Velayudhan Pillai (Member, Municipal Council, Haripad) drew the attention of Government to the repeated requests made in the Assembly for the establishment of an English High school at Haripad. The policy of Government in opening higher forms in English schools could not be strictly applied in their case, as

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